

Instructions for Enrollment

Introduction

There are two places where users may enter caveats, the **Fall Enrollment - CIPCODE Selection** and **Part E - Unduplicated Count** question screen. These are intended to provide users a place to indicate characteristics of the institution which may make applying IPEDS definitions and instructions problematic. The caveats should **not** be used for explanations of edit reports, as there are other locations specifically for that purpose.

Part A – Fall Enrollment by Race/ethnicity and gender

All institutions must report total enrollment using the Summary (CIP 99.0000) screens. Four-year institutions (for reporting enrollment in even numbered years only) are also to report students by their major field of study for selected fields. Details for this reporting follow the general Part A instructions.

Period of Report

Enrollment should be reported as of the institution's official fall reporting date or October 15.

Who to Include in this Report

Students included in report - Report all students enrolled in courses **creditable** toward a diploma, certificate, degree, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, **including** those enrolled in off-campus centers. Include high school students taking regular college courses for credit. Report these students in the classification in which they are recorded by the institution. Be sure to include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.

Students excluded from this report - Do **NOT** include in this report:

- Students enrolled exclusively in courses **not creditable** toward a formal award or the completion of a vocational program. Do NOT include students taking CEU's unless they are also enrolled in courses creditable toward a degree or other formal award.
- Students exclusively auditing classes.
- Residents or interns in first-professional fields, since they have already received their first-professional degree.
- Students studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record and the fee is only nominal.
- Students in any branch campus located in a foreign country.

Reporting Students by Racial/Ethnic Category and Gender

This information is being gathered in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Section 421(a)(1) of the Carl D. Perkins Vocational Education Act.

Method of collection - The manner of collecting racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data, which may be replicated by others when the same documented system is utilized. One acceptable method is a properly controlled system of post-enrollment self-identification by students. If a self-identification method is utilized, a verification procedure to ascertain the completeness and accuracy of student submissions should be employed.

Assignment to categories - For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person may be counted in more than one racial/ethnic group. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens. (See definitions below.)

Racial/ethnic descriptions - Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are:

- Black, non-Hispanic — A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
- American Indian/Alaska Native — A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- Asian/Pacific Islander — A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
- Hispanic — A person of Mexican, Puerto Rican, Cuban, Central, or South American, or other Spanish culture or origin, regardless of race.
- White, non-Hispanic — A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Other descriptive categories

- Nonresident alien — A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

NOTE — Nonresident aliens are to be reported separately in the places provided, rather than in any of the five racial/ethnic categories described above. **Resident aliens** and other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been admitted as legal immigrants for the purpose of obtaining permanent resident alien status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section

207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens.

- Race/ethnicity unknown — This category is used ONLY if the student did not select a racial/ethnic designation, AND the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.

Part A - Full-Time Undergraduate Students

Include all students enrolled in 4 or 5-year bachelor's degree programs, associate's degree programs, or any vocational/technical programs that grant degrees or certificates below the baccalaureate level. Students who have already earned a bachelor's degree but are taking undergraduate courses FOR CREDIT should be included as undergraduates.

Full-time first-time degree/certificate-seeking undergraduate students (column 1)- This group defines an institution's initial cohort for reporting graduation rates for Student Right-to-Know purposes if the institution operates on standard academic terms.

First-time first-year degree/certificate-seeking students are those students who never attended any college (or other postsecondary institution). Include students enrolled in the fall term who attended college for the first time in the prior summer term. Also include students who entered with advanced standing (college credits earned before graduation from high school). In order to be considered degree/certificate-seeking, students must be enrolled in courses for credit and be recognized by the institution as seeking a degree or other formal award. Be sure to include students in occupational and vocational programs. Note: all students eligible to receive federal student financial aid are to be considered degree/certificate seeking.

Total full-time degree/certificate-seeking undergraduate students - In column 3, report the total number of full-time degree/certificate-seeking undergraduate students. This number **must include** the number reported in column 1, plus all other full-time degree/certificate-seeking students enrolled at any undergraduate level (second year, third year, etc.). DO NOT include students who are not considered degree/certificate-seeking by the institution even though they may be enrolled for credit. Once you enter this number and save your data, the "Other degree/certificate-seeking" count (column 2) will be calculated for you.

Total full-time undergraduate students - In column 5, report the **total** number of full-time undergraduate level students enrolled for credit – include all degree/certificate-seeking and non-degree/certificate-seeking students. An example of non-degree/certificate-seeking students would be those enrolled in creditable courses who for some reason are not seeking a degree/certificate. Once you enter this number and save your data, the "Non-degree/certificate-seeking" count (column 4) will be calculated for you.

Part A - Part-time Undergraduate Students -

Using the definitions and instructions provided for full-time undergraduate students, report part-time students in the same manner.

Part A - Graduate Students

Report all students enrolled in graduate programs at your institution as either full-time (column 1) or part-time (column 2). Be sure to include students involved in thesis preparation.

Part A - First-Professional Students

First-professional students are those students enrolled in programs leading toward a first-professional degree in the fields of chiropractic, dentistry, law, medicine, optometry, osteopathy, pharmacy, podiatry, theology and veterinary medicine.

Report these students as full-time (column 1) or part-time (column 2).

First-professional degrees are defined as follows:

- Chiropractic (D.C., D.C.M.)
- Dentistry (D.D.S., D.M.D.)
- Medicine (M.D.)
- Optometry (O.D.)
- Osteopathic Medicine (D.O.)
- Pharmacy (Pharm.D.) *
- Podiatry (D.P.M., D.P., Pod.D.)
- Veterinary Medicine (D.V.M.)
- Law (L.L.B., J.D.)
- Theology (M.Div., M.H.L., B.D., or Ordination)

* Report students enrolled for the Bachelor of Pharmacy degree at the undergraduate level.

Fall Enrollment - Selected Fields of Study

(only applies to four-year institutions reporting in even numbered years)

CIPCODE Selection - This screen lists all the fields and their CIP codes for which enrollment should be reported. These designations were taken from the 1990 version of the NCES publication "A Classification of Instructional Programs." Field names and corresponding CIP code numbers for the programs known to exist at your institution have already been checked. Please update this list by adding or removing checks in the associated boxes. *For the fields of dentistry, medicine and law, include only students enrolled at the first-professional level.* When reporting enrollment, be sure to report students with double majors only once.

If students at your institution do not declare a major field of study until the second or third year of undergraduate study, be sure to report all students with undeclared majors on the Summary (99.0000) page only.

Once you have updated the selection screen and saved the results, screens similar to the Summary screens will be generated at the appropriate levels and fields of study. Follow the same instructions as Summary screens to enter the enrollments for these fields. Since the First-professional fields only have one screen each, there are no "Summary by race/ethnicity" screens, as is the case for the other fields of study.

Part B – Enrollment of Students by Age

(Required for reports of enrollment in odd-numbered years only)

Relation to enrollment reported in Part A - This distribution of students should include all students reported in Part A. All directions regarding the date of the report, students to include, and categorization of students by attendance status (full or part time) apply to this part.

Age of students - Use institutional records to calculate age as of the institution's official fall report (on or about October 15).

The totals by gender for each attendance status and student level will be brought from the corresponding Part A (Summary) totals. If the sum of the ages by gender does not agree with this total, the "Age unknown/unreported" will be calculated.

Part C – Residence of First-time, First-year Students

(Required for reports of enrollment in even-numbered years only)

Relation to enrollment reported in Part A - This distribution of students should include all the first-time, first-year, degree/certificate-seeking students reported in Part A. All directions regarding the date of the report and students to include apply to this part.

Total first-time, first-year students - Report all first-time, first-year, degree/certificate-seeking students, both full-time and part-time, by state of residence. Include all those entering the institution with a GED or without a high school diploma, and any year of high school graduation. The system will sum the first-time, first-year, degree/certificate-seeking undergraduate students from Part A (full time + part time) and enter this number in the Part C total line, column (1). If the sum of the details reported in column 1, lines 1-90, does not agree with this total, the "Residence unknown/unreported" (line 98) will be calculated.

Students from column (1) who graduated from high school within the previous 12 months are to be reported again by their state of residence in column (2).

State of residence - Use the state identified by the student as his/her permanent address at the time of application to the institution. This may be the legal residence of a parent or guardian, or the state in which a student has a driver's license or is registered to vote. It is not necessarily the state in which

the student's high school is located.

Part D - Total Entering Class

Total Entering Class - Fall 2002 - This data is included to address concerns some institutions have raised about the cohort that is defined by the IPEDS Graduation Rate survey. The GRS includes only full-time first-time degree/certificate-seeking undergraduate students in the cohort which, for institutions with substantial part-time and/or transfer-in enrollment, may result in graduation rates that are not representative of their typical entering class.

In the box provided, enter the **total** number of undergraduate students that entered your institution for the first time in the fall term. This should include both full-time and part-time undergraduate students; whether degree/certificate seeking or not. Be sure to include students who initially attended the prior summer term and returned again in the fall, as well as students transferring into your institution at **any** undergraduate level for the first time.

Note that the GRS cohort (full-time, first-time degree/certificate seeking undergraduate students) is automatically carried over from your Part A submission.

By clicking the Save button, you can view the percent of the entering class that is represented by your GRS cohort.

Unduplicated Counts

Parts E and F, unlike the other enrollment parts, collect unduplicated student counts and instructional activity for an entire 12-month period. Select which of the two 12-month periods your institution will use in this report by clicking the appropriate button.

Part E – Unduplicated Count

Coverage - Institutions should report an unduplicated count of the total number of students by gender, race/ethnicity, and level (undergraduate, graduate, first-professional) enrolled during the 12-month reporting period (selected above) in any courses leading to a degree or other formal award **and** any students enrolled in courses that are part of a terminal vocational or occupational program. **Do NOT** report students whose only credit was at a branch campus in a foreign country.

DO NOT include interns or residents as those students have already received their first-professional degrees and are **NOT** included in this enrollment survey.

How to report an unduplicated headcount -

- Report students according to gender, race/ethnicity, and the level of their standing with the institution. Students who already hold a baccalaureate degree but are enrolled as an undergraduate for additional

undergraduate courses should be counted as undergraduates. Students admitted with graduate standing should be counted as graduate students even if they are taking some undergraduate courses.

- In order to determine an unduplicated number of students enrolled, count each student only once during the 12-month period.

Example 1: If a student enrolls in the fall term, drops out in winter, but enrolls again in spring, count that student once.

Example 2: If a student is an undergraduate in the fall and a graduate in the spring, count the student at his/her highest level attained.

Part F - Instructional Activity

Contact hour activity- Include instructional activity in all courses offered for credit that are measured in terms of contact or clock hours, regardless of whether the student completes the course. (See the IPEDS Glossary for the definition of "credit course.") Also include courses that are part of a terminal occupational or vocational program that are measured in contact or clock hours, regardless of whether these courses lead to a formal award by the institution. Include courses taken by high school students. Do NOT include courses that are audited by students, or credit courses of students studying abroad. If your institution does not offer courses measured in terms of contact or clock hours, leave this box blank.

Credit hour activity - Include instructional activity in all courses offered for credit that are measured in terms of credit hours, regardless of whether the student completes the course. (See the IPEDS Glossary for the definition of "credit course.") Also include courses comprising part of a terminal vocational or occupational program that are measured in terms of credit hours, regardless of whether these courses lead to a formal award by the institution. Include credit courses taken by high school students. Do NOT include credit courses that are audited by students, or credit courses of students studying abroad. If your institution does not offer credit hour courses, leave this box blank.

Total 12-Month Activity - Report the total contact hour and/or credit hour activity for all students for the entire 12-month period. Include all short courses as well as regular academic terms. Read the instructions below entitled "How to compute instructional activity" before providing the 12-month instructional activity data.

Level of course - The level of each course (undergraduate, graduate, or first-professional) should be the level of the course as designated by the institution. DO NOT INCLUDE FIRST-PROFESSIONAL COURSES WHEN REPORTING ACTIVITY AT THE GRADUATE LEVEL.

If there are courses that cannot be assigned to a single level (e.g., if some courses serve both undergraduates and graduates), partition the enrollment in the course based on the level of the student. For example, credit enrollment in a course may be partitioned between the undergraduate and graduate levels and the instructional activity partitioned at the same proportion.

How to compute instructional activity -

Contact hour activity - In computing contact hour activity, include ONLY those courses offered for credit that are measured in terms of contact or clock hours, as well as courses that are part of an occupational or vocational program that are measured in terms of contact or clock hours. DO NOT CONVERT CREDIT HOUR ACTIVITY INTO CONTACT HOUR ACTIVITY. To determine the contact hour activity for a course, multiply the CONTACT HOUR value of the course by the number of students enrolled in the course for credit. (NOTE — The contact hour value of a course is the number of hours per week that the course meets times the number of weeks the course is given. For example, a 3-week real estate licensure course that meets 15 hours per week has a value of 45 contact hours. The number of students enrolled in the course is the number enrolled at the close of the official add period for each program. If there is no official add period, report as of the 15th day of each regular program, and the 5th day of each short program.)

Example: The contact hour activity for a 900-contact hour course with an enrollment of 20 is 18,000 contact hours. Using this method, compute the contact hour activity for each course and then sum the activity for all contact hour courses for the 12-month period. If a course does not end within the 12-month period (e.g., if only 40 weeks of a 64-week course fall within the specified period 12-month period), see the special instructions below to determine the computation of instructional activity for these courses.

Special Instructions - If a course does not end within the specified 12-month period, the instructional activity for the course should be reported only for the number of weeks which do fall within the 12-month period. For example, if only 40 weeks of a 64 week course (which meets 15 hours per week and has an enrollment of 30 students) falls within the 12-month period, the contact hour activity for this course would be computed as follows: 40 weeks x 15 hours per week x 30 students = 18,000 contact hours.

Credit hour activity - In computing credit hour activity, include ONLY those courses offered for credit that are measured in terms of credit hours, as well as courses that are part of an occupational or vocational program that are measured in terms of credit hours. DO NOT CONVERT CONTACT HOUR ACTIVITY INTO CREDIT HOUR ACTIVITY. To determine the credit hour activity for a course, multiply the CREDIT HOUR value of the course by the number of students enrolled in the course for credit. (NOTE - The number of students enrolled in the course is the number enrolled at the close of the official add period for each term. If there is no official add period, report as of the 15th day of each regular term and the 5th day of each summer or short term.)

Example: The credit hour activity for a 3-credit course with an enrollment of 30 students is 90 credit hours. Using this method, compute the credit hour activity for each course and then sum the activity for all credit hour courses for the entire 12-month period.